# Evaluating the quality of ECTS implementation

(using indicators from ECTS Users’ Guide)

## I. ECTS Implementation indicators

|  |  |
| --- | --- |
| **Indicator** | **Current level of compliance:**  ? - I do not understand the indicator well enough to be able to assess current level of compliance at my institution  0 - we have not addressed this aspect yet  1 - we have tried to address this aspect but lack training to start putting it in place  2 - we have partially implemented this aspect  3 - we are very close to full implementation of this aspect  4 - fully in place  \*\*\* If you choose 2 or 3, please explain which elements have been put in place and which are still missing and what is need to reach full implementation  \*\*\* If you choose “?”, please explain which part of the indicator you are not sure about |
| **1. Educational components are expressed in terms of appropriate learning outcomes, and clear information is available concerning their level, credits, delivery and assessment** | ? -- 0 -- 1 -- 2 -- 3 -- 4 |
| Comments: | |
| **2. Studies can be completed in the time officially allocated to them (i.e. the workload associated with an academic year, a semester, trimester or a single course component is realistic)** | ? -- 0 -- 1 -- 2 -- 3 -- 4 |
| Comments: | |
| **3. Annual monitoring examines any variations in patterns of achievement and results gained and follows up with appropriate revision** | ? -- 0 -- 1 -- 2 -- 3 -- 4 |
| Comments: | |
| **4. Students are provided with detailed information and advice so that they can follow progression rules, exploit options for flexible pathways and select educational components at an appropriate level for their qualification** | ? -- 0 -- 1 -- 2 -- 3 -- 4 |
| Comments: | |
| **5. Students are informed promptly of their results** | ? -- 0 -- 1 -- 2 -- 3 -- 4 |
| Comments: | |
| **6. For mobile students and recognition, credit transfer processes are included in the monitoring, review and validation procedures** | ? -- 0 -- 1 -- 2 -- 3 -- 4 |
| Comments: | |
| **7. For mobile students and recognition, appropriate staff are designated as responsible for credit recognition and transfer matters** | ? -- 0 -- 1 -- 2 -- 3 -- 4 |
| Comments: | |
| **8. For mobile students and recognition, Learning Agreements are completed in all cases; their development, and any subsequent changes to them, are subject to sensitive yet robust approval processes** | ? -- 0 -- 1 -- 2 -- 3 -- 4 |
| Comments: | |
| **9. For mobile students and recognition, incoming mobile students undertake educational components from the existing Course Catalogue; they are assessed and graded like local students** | ? -- 0 -- 1 -- 2 -- 3 -- 4 |
| Comments: | |
| **10. For mobile students and recognition, detailed transcripts are provided recording the credits and grades awarded** | ? -- 0 -- 1 -- 2 -- 3 -- 4 |
| Comments: | |
| **11.** **For mobile students and recognition, recognition is given to all credits associated with successfully completed educational components undertaken as part of an approved Learning Agreement in its final version; results are issued and transmitted promptly** | ? -- 0 -- 1 -- 2 -- 3 -- 4 |
| Comments: | |
| **12. For mobile students and recognition, grading tables exist for interpreting the grades awarded, so that grades – and not just credits – are properly reflected in any final qualifications gained** | ? -- 0 -- 1 -- 2 -- 3 -- 4 |
| Comments: | |
| **13. Student representatives are actively engaged in internal quality assurance, where students provide information (by responding to surveys on a regular basis, focus groups); participate in the preparation of the institutions’ self-assessment reports; are actively engaged in the bodies responsible for internal quality assurance processes and monitoring of the ECTS credit allocation** | ? -- 0 -- 1 -- 2 -- 3 -- 4 |
| Comments: | |
| **14. Student representatives are actively engaged in external quality assurance, where students are members of external review panels of higher education institutions and/or programmes** | ? -- 0 -- 1 -- 2 -- 3 -- 4 |
| Comments: | |

## II. Quality and completeness of supporting documents:

Please read carefully the following extract of the ECTS Users’ Guide (pp. 54-61) and comment whether you currently have the following supporting documents and if so, comment on the extent of their completeness or compliance with the ECTS Users’ Guide requirements.

|  |  |
| --- | --- |
| **Supporting document** | **Comments** |
| ***Course Catalogue*** |  |
| ***The Learning Agreement*** |  |
| ***Transcript of Records*** |  |
| ***Diploma Supplement*** |  |

## III. Moving forward: priorities/mini action plan

Please re-read your responses in the sections I & II above, as well as any notes you might have taken so far. After this, please identify the areas for you/your institution to focus on in the upcoming months in order to move closer to the full compliance with ECTS Users’ guide requirements - What aspects should you focus on first? What do you see as top priorities and why? What kind of support will faculty/staff/students at your institution require in order for these aims to be achieved?

**Aspects to focus on/top priorities**:

**Related staff/faculty development needs**:

**Concrete actions:**